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AUTHOR	Clery, Suzanne B.
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ABSTRACT

This study relates information regarding the role part-time faculty members fill in colleges and universities. Data are from the U.S. Department of Education's National Survey of Postsecondary Faculty, 1999. In that year, 2 of every 5 faculty members taught on a part-time basis, and they taught nearly 40% of all classes and students that were taught in credit courses. Although part-time faculty members are not often expected to publish in as great numbers as full-time faculty members, one-third of part-time faculty members completed publications in the past 2 years. And if part-time faculty members did complete publications, the number they did complete was, overall, only slightly less than the production of their full-time counterparts. The use of part-time faculty members was not evenly distributed across groups. Sixty percent of community college faculty members were part-time, and part-time faculty were more likely to be in private colleges than in public four-year institutions. Women and American Indians were more likely to teach on a part-time basis, and Asian/Pacific Islanders were less likely to be part-time faculty. Youngest and oldest faculty members were also most likely to have part-time status. The majority of part-time faculty members held master's degrees as their highest degree. One-third of part-time faculty considered the position to be their primary position, and 76% preferred to tech part-time. The average length of time in a part-time position was 7 years, indicating that this was not something faculty members came into lightly and left soon. Part-time faculty members were not as satisfied with their benefits or job security as their full-time counterparts, but they are more satisfied on many other measures. (SLD)

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Part-time Faculty

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INTRODUCTION

Part-time faculty members in the country's higher education institutions comprised 39 percent of all faculty, or 379,304 faculty members, in 1999. While the magnitude of faculty increased by 10 percent over the last five years, the number of part-time faculty increased 22 percent, and the number teaching full-time only increased 4 percent. In 1993, 35 percent of faculty members were part-time.

Along with the increase in the use of part-time faculty come concerns regarding workload, satisfaction, and how the part-time faculty members are being used relative to those holding full-time positions. In the fall of 1999, the U.S. Department of Education undertook the National Survey of Postsecondary Faculty (NSOPF:99) of college and university faculty members. The result of this effort, which provides the basis for this analysis, addresses these concerns.

WHO ARE THEY?

As in the past, women were still more likely to teach on a part-time basis than full-time, and they comprised a larger portion of the part-time faculty than of the full-time. The part-time/full-time mix of male faculty members was approximately one-third/two-thirds, while the female mix was closer to fifty/fifty (Table 1).

By race/ethnicity, Asian/Pacific Islander faculty members were the least likely to teach on a part-time basis: 27 percent taught part-time, compared with 73 percent who taught full-time. American Indian faculty members were the most likely to teach on a part-time basis, with 45 percent teaching part-time and 55 percent teaching full-time. Approximately 40 percent of black, non-Hispanic, Hispanic and white, non-Hispanic faculty members hold part-time positions (37, 43 and 40 percent, respectively).

Table 1

Percentage distribution of faculty according to gender, by employment status, 1999

	Part-time	Full-time
TOTAL	**38.8**	**61.2**
Gender		
Male	34.3	65.7
Female	45.5	54.5
Race/ethnicity		
American Indian/Alaskan Native	45.0	55.0
Asian/Pacific Islander	27.2	72.8
Black, non-Hispanic	37.3	62.7
Hispanic	41.8	58.2
White, non-Hispanic	39.5	60.5
Age		
Under 35	51.7	48.3
35-44	39.3	60.7
45-54	37.6	62.4
55-64	30.6	69.4
65-69	45.3	54.7
70+	66.8	33.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF:99), Data Analysis System (DAS), Washington, DC, 2001

The seasoned and the beginning faculty members were the most likely to hold part-time positions. Fifty-two percent of those under age 35 and 67 percent of those over

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Table 2

Percentage distribution of faculty according to highest degree, by employment status, 1999

	HIGHEST DEGREE				
	Doctorate	First professional	Master's	Bachelor's	Less than Bachelor's
			All institutions		
TOTAL	**42.1**	**10.1**	**36.9**	**8.2**	**2.7**
Employment status					
Part-time	18.2	10.2	51.7	14.9	5.1
Full-time	57.3	10.0	27.6	4.0	1.2
			4-year institutions		
TOTAL	**53.5**	**13.0**	**29.7**	**4.4**	**0.4**
Employment status					
Part-time	25.8	15.6	48.2	9.7	0.8
Full-time	66.1	11.8	19.9	2.0	0.2
			2-year institutions		
TOTAL	**12.0**	**2.3**	**58.6**	**18.4**	**8.8**
Employment status					
Part-time	7.7	2.7	56.6	22.0	11.1
Full-time	18.2	1.9	61.4	13.1	5.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001

Table 3

Percentage distribution of faculty according to employment status, by type of institution: 1999

	EMPLOYMENT STATUS	
	Part-time	Full-time
TOTAL	**38.8**	**61.2**
Institution type		
Public research	17.8	82.2
Private research	27.9	72.1
Public doctoral	29.3	70.7
Private doctoral	44.8	55.2
Public comprehensive	32.5	67.5
Private comprehensive	45.8	54.2
Private liberal arts	37.7	62.3
Public 2-year	59.2	40.8
Other	45.3	54.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001

age 70 taught part-time. Approximately 40 percent of faculty members aged 36 to 69 taught on a part-time basis.

Full- and part-time faculty members differed by their highest level of education completed: the majority of full-time faculty members held doctoral degrees (57 percent), while the majority of part-time faculty members held master's degrees (52 percent, Table 2). Highest degree obtained does differ, however, by institutional level. In 4-year institutions, 26 percent of part-time faculty members held doctoral degrees, while 8 percent of those in 2-year institutions held doctoral degrees. In 2-year institutions, the majority of both full- and part-time faculty members held Master's degrees, 61 and 57 percent, respectively.

WHERE DO THEY TEACH?

Different types of institutions were more likely to utilize higher proportions of part-time faculty members than others: 59 percent of community college faculty members were part-time, while 18 percent of public research faculty members were part-time (Table 3). At each institutional level, private institutions were more likely to employ their faculty members on a part-time status than public institutions. Private research, doctoral, and comprehensive institutions employed 10, 16, and 13 percent more of their faculty, respectively, on a

Table 4

Percentage distribution of faculty according to employment status, by primary activity: 1999

	EMPLOYMENT STATUS	
	Part-time	Full-time
TOTAL	**100.0**	**100.0**
Primary activity		
Teaching	88.4	65.8
Research	2.0	11.3
Clinical service	4.6	5.8
Other	5.1	17.2
Principal field of teaching		
Science, mathematics, engineering and technologies	31.2	40.2
Liberal arts and fine arts	37.7	30.7
Education	7.7	7.2
Business	7.3	6.7
Other	16.1	15.2

SOURCE U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001

part-time basis than public institutions.

Eighty-eight percent of part-time faculty indicated that their primary activity at the institution was teaching, compared with 66 percent of full-time faculty members (Table 4). On the other hand, 11 percent of full-time faculty members indicated research as their primary activity, while only 2 percent of part-time faculty members indicated as such.

The distribution of part-time faculty members across academic fields was different than that of full-time faculty members. Part-time faculty members were more likely to be found in liberal and fine arts fields compared to full-time; whereas, sciences, engineering and mathematics (SMET) fields were more likely to be occupied by full-time faculty members than part-time. Thirty-one percent of part-time faculty members were in SMET fields compared with 40 percent of full-time faculty members, while 38 percent part-time faculty members were in liberal and fine arts fields compared with 31 percent of full-time. Education, business and other fields utilized part- and full-time faculty members at approximately the same rates.

WHAT ARE THE RESPONSIBILITIES AND EARNINGS DIFFERENTIALS?

Faculty members that taught on a part-time basis displayed relative longevity in their positions: they averaged 7 years in their current faculty position compared with full-time faculty members who averaged 12 years (Table 5). Working an average of 14 hours per week, part-time faculty members were responsible for an average of two classes and eight credit hours for the term, while those teaching full-time worked 46 hours per week and averaged three classes and 11 credit hours. Further, part-time faculty members reported teaching 51 students in their credit classes,

Table 5

Components of workload by employment status: 1999

	Years in current position	Hours per week	Number of classes	Number of credit hours	Number of students taught in credit classes
TOTAL	**10.3**	**33.6**	**2.7**	**9.7**	**74.7**
Employment status					
Part-time	7.3	14.1	2.1	8.0	51.0
Full-time	12.2	45.8	3.1	10.8	90.1

SOURCE U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001

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Table 6

Percentage of faculty members completing publications and number completed by employment status: 1999

	Articles, works, reviews in nonrefereed/ nonjuried media	Articles, works, reviews in refereed/ juried media	Books, textbooks, monographs, reports	Patents or computer software products	Presentations, exhibitions, or performance	Reviews of books, articles, or works	Total publications
	Percentage completed in the past two years						
ALL FACULTY	**27.9**	**39.2**	**21.2**	**5.9**	**59.6**	**23.7**	**54.5**
Employment status							
Part-time	17.3	19.6	14.3	4.1	43.1	11.8	34.5
Full-time	34.7	51.6	25.6	7.0	70.1	31.2	67.2
	If completed, average number completed in past two years						
ALL FACULTY	**6.9**	**7.4**	**4.1**	**2.5**	**15.8**	**4.1**	**12.2**
Employment status							
Part-time	7.2	6.2	4.8	2.7	16.0	3.9	10.4
Full-time	6.8	7.6	3.9	2.5	15.7	4.2	12.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001

while full-time taught 90. Table 6 displays the percentages of full- and part-time faculty members who completed various publications and works in the past two years, and, if they partook in these activities, the number of publications and works they produced in the past two years. As can be seen in the table, part-time faculty members were roughly half as likely as their full-time counterparts to complete publications or other works (35 compared with 67 percent); however, if they did publish, they completed only slightly less than full-time faculty members overall, 10 compared to 13 total publications. Within the different types of publications, for the most part, part-time faculty members published the same number as full-time faculty members. The only significant differences are seen in books, textbooks, monographs and reports, where part-time faculty members published more than full-time (4.8 compared to 3.9), and referreed or juried articles, where full-time faculty members published more (7.6 compared with 6.2).

Overall, part-time faculty members earned an average of $12,595 from their institution in 1999, while their full-time counterparts earned $57,802 (Table 7). However, the range of compensation for part-time faculty members by institutional type is large. The basic salary for part-time faculty members in public or private doctoral granting institutions was $19,327, while in non-doctoral and 2-year institutions, the average salaries were $10,920 and $9,898, respectively.

Seventy-nine percent of part-time faculty members were paid for activities outside the institution, and worked

Table 7

Components of compensation for faculty according to institutional type, by employment status: 1999

	Part-time				Full-time			
	All	Doctoral granting	Other 4-year	2-year	All	Doctoral granting	Other 4-year	2-year
Basic salary from institution	$12,595	19,327	10,920	9,898	57,802	70,036	49,030	44,608
Hours per week at paid activities outside institution	31.3	31.9	31.5	30.8	7.8	7.4	6.9	8.6
Other income from institution								
Percent received	15.8	14.3	15.9	16.5	45.4	38.5	49.1	56.6
Amount received	$5,250	7,575	4,996	4,240	8,629	12,063	6,078	6,629
Income from consulting								
Percent received	18.1	21.4	20.4	14.3	22.0	26.3	20.4	13.8
Amount received	$11,172	17,124	9,261	8,001	8,450	10,090	6,334	6,105
Income from another academic institution								
Percent received	30.8	24.5	33.4	32.5	6.7	4.6	8.0	9.6
Amount received	$23,373	25,907	22,386	23,031	10,226	13,548	9,823	6,673
Income from self-owned business								
Percent received	9.1	9.1	9.6	8.8	4.5	4.0	4.1	8.6
Amount received	$22,493	30,698	22,963	17,009	12,584	15,058	10,012	11,562
Income from other employment								
Percent received	43.7	39.9	43.5	46.2	12.1	9.3	14.1	15.6
Amount received	$41,279	56,770	37,967	37,746	13,279	19,719	9,764	9,147
Income from any source other than institution								
Percent received	78.8	76.9	79.4	79.5	54.4	58.9	52.9	45.3
Amount received	$43,533	56,954	41,745	37,203	14,270	16,698	11,605	11,788

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001

31 hours per week at these activities. This compares to 54 percent of full-time faculty with outside paid activities, working an average of 8 hours per week. For those reporting work outside the institution, their average total compensation ($12,595 + $43,533 = $56,128) for all work approaches that of the basic salary of full-time faculty members ($57,802). Further, the total number of hours worked per week for part-time faculty with outside jobs (31 + 14 = 45) is the same as the 45 hours worked by full-time faculty members. Although the time spent and percentages of full- and part-time faculty members working outside the institutions did not vary much by institutional type, the compensation received for this work did vary. Part-time

faculty members in doctoral-granting institutions average $56,954 for those working outside the institution, while those in other 4-year and 2-year institutions averaged $41,745 and $37,203 respectively. The trend was the same for full-time faculty members: in doctoral granting institutions, full-time faculty members earned $16,698 outside the institution, while those in other 4-year and 2-year institutions earned $11,605 and $11,788, respectively.

Thirty-one percent of part-time faculty members reported receiving earnings from another academic institution, averaging earnings of $23,373. Eighteen percent reported earnings from consulting work ($11,172), 9 percent from self-owned businesses ($22,493), 16 percent reported other income from the surveyed institution ($5,250), and 44 percent from any other employment ($41,279).

SATISFACTION

One-third of part-time faculty members considered their current position at the institution to be their primary employment, and 22 percent of part-time faculty members did not have any other employment

Table 8

Percentage of part-time faculty members according to nature of employment: 1999

	Percent
Consider position as primary employment	33.0
Position is only employment	21.5
Part-time because full-time unavailable	58.0
Prefer part-time	76.2

SOURCE U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF:99), Data Analysis System (DAS), Washington, DC, 2001

(Table 8). Further, 76 percent of part-time faculty members stated that they preferred to be part-time. Although the majority of part-time faculty members stated they were happy to be part-time, they may accept a full-time position in the institution if one became available, as 58 percent of the part-time faculty indicated they were part-time because full-time positions were unavailable. A full-time position at the institution could be in lieu of a current job.

Part-time faculty members were, in general, more satisfied with their faculty positions than full-time faculty members. They responded more frequently than full-time faculty members that they were very satisfied with workload (52 compared to 29 percent), freedom to do outside consulting (59 compared to 39 percent), time available for class preparation (46 percent compared with 33 percent), to advise students (43 percent compared with 34 percent) and to keep current in their field (30 percent compared with 16 percent, Table 9). Further, approximately the same proportion of part- and full-time faculty members were very satisfied with their salary. Benefits (6 percent of full-time were very dissatisfied, compared with 31 percent of part-time) and job security (7 percent of full-time were very dissatisfied, compared with 20 percent of part-time) were the areas where part-time faculty members were more dissatisfied than their full-time counterparts. Overall, 44 percent of part-time faculty members reported being very satisfied with their position at the institution overall, compared with 38 percent of full-time faculty members.

Table 9

Satisfaction of full- and part-time faculty members: 1999

	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
Satisfaction with workload				
Part-time	4.4	11.8	32.1	51.7
Full-time	9.5	22.8	38.3	29.4
Satisfaction with salary				
Part-time	20.2	25.0	36.7	18.0
Full-time	16.5	25.2	40.7	17.5
Satisfaction with benefits				
Part-time	30.7	21.4	31.6	16.3
Full-time	5.8	15.9	45.7	32.8
Satisfaction with freedom to do outside consulting				
Part-time	2.3	5.9	32.6	59.3
Full-time	4.1	12.1	45.1	38.7
Satisfaction with time available for class preparation				
Part-time	5.6	13.2	35.6	45.6
Full-time	5.1	19.1	42.3	33.4
Satisfaction with time available to advise students				
Part-time	4.7	15.6	37.2	42.5
Full-time	4.1	17.9	43.9	34.2
Satisfaction with time to keep current in field				
Part-time	9.8	22.0	38.0	30.3
Full-time	14.7	33.1	35.9	16.3
Satisfaction with advancement opportunity				
Part-time	23.6	24.6	30.7	21.2
Full-time	10.8	18.2	34.8	36.3
Satisfaction with job security				
Part-time	20.1	16.5	30.1	33.4
Full-time	6.7	10.4	29.2	53.6
Satisfaction with spouse employment opportunity				
Part-time	10.9	12.0	35.6	41.5
Full-time	9.6	13.5	36.6	40.3
Satisfaction with job overall				
Part-time	4.0	10.6	41.5	43.9
Full-time	3.3	12.2	46.7	37.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Survey of Postsecondary Faculty, 1999 (NSOPF 99), Data Analysis System (DAS), Washington, DC, 2001.

CONCLUSION

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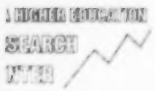
This study relates information regarding the role part-time faculty members fill in colleges and universities. In 1999, two out of every five faculty members taught on a part-time basis, they taught nearly 40 percent of classes and students that were taught in credit courses. Although part-time faculty members are often not expected to publish in as great numbers as full-time faculty members are, one-third of part-time faculty members completed publications in the past two years. Further, if part-time faculty members did complete publications, the number of publications they did complete was, overall, only slightly less than the production of their full-time counterparts.

The use of part-time faculty members was not evenly distributed across groups. Sixty percent of community college faculty members were part-time, and part-time faculty members were more likely to be in private rather than public 4-year institutions. Women were more likely to teach on a part-time basis, as well as American Indians; however, Asian/Pacific Islanders are less likely to teach on a part-



time basis. Additionally, the youngest and the oldest faculty members were more likely to teach on a part-time basis. Finally, the majority of part-time faculty held master's degrees as their highest degree, while the majority of full-time faculty members held PhDs.

For some part-time faculty members, their position was a stable one which they chose. One-third of part-time faculty members considered this position as their primary position, and 76 percent stated they preferred to teach part-time rather than full-time. Further, the average length of time a part-time faculty member was in his or her current position was over 7 years. Thus, this is not something they came into lightly and left after a year or two. Although part-time faculty members are not as satisfied with their benefits or job security as their full-time counterparts, they are more satisfied on many other measures, and with their academic position overall.

Office of Higher Education
1201 Sixteenth Street N.W.
Washington, D.C. 20036
202-822-7100
E-mail: Highered@NEA.org

Higher Education Staff
Rachel Hendrickson — Deborah Mitchell
Dely Pena — Cathie Sheffield-Thompson

This issue prepared by: Suzanne B. Clery, JBL Associates

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